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Procedia - Social and Behavioral Sciences 93 (2013) 2173 – 2179

Procedia
Social and Behavioral Sciences

3rd World Conference on Learning, Teaching and Educational Leadership (WCLTA-2012)

The methodological overview for the technical-tactical training in basketball

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Abstract

The existing methodology in basketball is continuously improving and adapting, the coaches contribution being heuristic, due to the multitude of game situations.

The development of basketball as sport with methodically goals, ordered according to the teaching principles and sports training, represents the basketball methodology. Due to the complexity in terms of fundamental elements, driving, body balance, passing, dribbling, throwing and fighting for the ball are learnt using an adapted to basketball methodology in order to obtain proper assimilation, which will allow their perfect, convenient and practical implementation.

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Selection and peer review under responsibility of Prof. Dr. Ferhan Odabaşı

Keywords: basketball, methodology, technical, tactical

1. Coverage

Basketball training gets different aspects and it adapts accordingly to the training category. An overview of the main methods of training should consider teaching technology, teaching strategy and training methodology. Technology will cover all teaching methods, means, and organization of instruction used by the teacher - coach. The teaching strategy reflects the way the used methods and means lead to achieving the instructional objective, adapted according to the present reality. The existing methodology in basketball is continuously improving and adapting, the coaches contribution being heuristic, due to the multitude of game situations. For training children and juniors, in terms of acquiring the fundamentals of basketball, the methodically track to be followed is relatively stable.

The development of basketball as sport with methodically goals, ordered according to the teaching principles and sports training, represents the basketball methodology. Due to the complexity in terms of fundamental elements, driving, body balance, passing, dribbling, throwing and fighting for the ball are learnt using an adapted to basketball methodology in order to obtain proper assimilation, which will allow their perfect, convenient and

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practical implementation. Each technique corresponds to a basic mechanism and of its acquisition depends the possibility of rationally and effectively solving that driving. The coach's methodical thinking is based on the training and analogy modelling content method and the game content analogy. The means of training are generally special exercises that help to clarify and strengthen technical details.

2. Findings

Thenceforth we have the methodical guidelines in learning the basketball technique that can substantiate preparing the players and the teams. Mainly two stages differ in preparing the players: theoretical and practical training. During the training, due to the game complexity, they are intertwined because of the need to address the training aspects of learning to new situations and to refine those already learnt. For a better planning of ideas, we present the methodical methods and procedures, content, organizing methods and methodical guidelines presented in the two previous specified stages.

2.1 Technical training

Theoretical training - verbal and intuitive methods

Methods / Means

Verbal means - Representation, description, conversation, explanation

- *Content*: Definition, components, initial position, proper working of the segments, the final position, performance characteristics, common mistakes, tactical usage

- *Organization*: Individually, group, team

Demonstration

- *Content*: Cinema graphs, videos, pictures

- *Organization*: To pay extra attention to observing the execution

Practical training - global and analytic methods, intensive teaching method, extensive teaching method

Methods / Means – Practice, modelling, analogy

- *Content*: Specific exercise techniques in isolated conditions of the game, close to the game and to the game

- *Organization*: individual executions (different bands, distances, angles), executions with a partner and in group, technical structures, executions with the opponent: in numerical superiority, in numerical equality, in numerical inferiority, contest exercises, preparing games (Moanță, 2005).

Methodical indication (Predescu & Ghițescu, 2001)

- Learning techniques must be supported by an adequate development of motor skills, especially physical force;
- Prevent building incorrect habits;
- Detailed knowledge movement is necessary in learning specific techniques and their improvement;
- Motor ability determines the rate of learning the art
- Motion correction requires the use of objective means of control (video film);
- Avoiding participating in competitions, when the technique is not correctly learned;
- Ensuring continuity in training over several cycles of training;
- Training technique should be done when rested
- Adapting the number of times to the motor load, the pace of execution and ability to concentrate
- Expected end result represents the movement automation

2.2 Tactical training

Theoretical Training - verbal and intuitive methods

Methods / Means (Ghițescu & Moanță, 2005)

Verbal means - Representation, description, lecture, conversation, explanation

- * guidelines for the organization of observation and concentration;
- * feedback on the correctness or execution values;
- * explain "how to run" and "why run it" and not otherwise;
- * indicate the most effective solution compared to other possibilities of making the execution ;
- * internal oral narrative;
- * mental planning of implementation;
- * self-assessment, self-analysis, self-regulation, redesign program.

- *Content*:

- definition, description
- features of execution
- components
- structure techniques
- phase sequence
- tactical thinking
- situations of use
- case analysis
- critical examination of basic tactical situations

- *Organization*:

- as a team, group, pairs, individual
- discussing over sequences or competitive situations;
- developing solutions to an action response time to an activity given by the coach;
- paths awareness of the training process.
- theoretical explanation of the tactical element with motivation and critical analysis;
- emphasizing the wrong issues, comparison with what is right;

Observation, demonstration

- *Content*: videos, pictures, execution with or without opponent, sketches, diagrams, field demonstrations on models.

- *Organization*: Attention paid to: observation of executions, competitions, critical review of records, preparation of analysis for solving situations, casuistry debates etc.

- sketch on the land layout
- practical demonstration on the ground analysing each striker and defender as well as highlighting the tasks assigned to them, in that sequence succession
- real demonstration of that action possibly in a directed form
- proper demonstrative executions or with the opponent players or without direct opponents;

Methodical indication

- The tactical training to be achieved alternatively through theoretical and practical preparation or twined;
- Technical and tactical training must be improved in parallel. The technical level determines the tactical possibilities while the background is given by mental and physical qualities
- The tactical training involves increasing the capacity of observation, both central and peripheral information.
- The tactical mastery is achieved when the tactical project can be done the same in challenging indoor and outdoor conditions.
- The coaches and athletes' deep documentation, by studying the specialty literature, the novelties in the field and by watching movies or videos of tactical prestigious developments;
- The through study of the characteristics of the opponents that are to be met;
- The tactical training orientation as required by the competitive model;

- The thorough organizing of the competitive activity analysis meetings and the clear statements of the conclusions drawn from it;

Practical Training - global and analytic methods, intensive teaching method, extensive teaching method

Methods / means – Practice, problematization, active – participative methods

- *Content for offense:*

- Physical component: speed of execution and response, upper and lower limb strength, Skill, speed under stress, expansion
- Technical component: core processes and special, stop – pivoting, catching and passing, ball protection, dribbling, shooting
- Individual tactical component: branding in depth and laterally, overcoming the place of displacement, entry on the ball and the ball opposite, offensive rebounds
- Collective tactical component: "Give and go", Single and double cross, Blockage, followed by blocking exit;

- *Organization:*

a. *Relationship game 1x1*

- learning the tactical actions for bands without opponent
- learning the tactical actions for bands with opponent and within games with predefined situations
- practicing the tactical action with opponent
- applying the tactical action in relation 2x2, 3x3;
- framing the action in relation 5x5 device on ½ of the field game
- the 5x5 relation on the entire field game
- themed game for attack and defence tactics

The exercises with varied structure, amplitude, tempo, rhythm and intensity have a positive influence. Equally important are the exercises performed with known elements used in unusual conditions by creating new technical combinations, with variations of the technical and chaining structures.

Players practising the tactical theme, corrections by requiring the player who made the mistake (introspection) or with the intervention of the other to stop the offense the best solution for resolving the situation.

Methodical indication

- The tactical training is required to start as soon as possible, along with specific driving skills development. During the first period it will insist on forming a basic tactical and technical repertoire and then the polyvalent – variable
- The tactical behaviour is learnt, strengthened and refined through the difficulty progression (increase). For example: free opponent exercises in pre-tactical bands, adversary themed exercises and situation, active or aggressive with opponent, under conditions of competition - school game - check – officially
- Start with basic aspects of behaviour and then introduce variants of the tactical and problematic programme having the possibility of changing the original developed program.
- For the tactical thinking to be really achieved, a player must have as many general and specific motor skills as possible, to have a developed a level of motor abilities (strength, speed, endurance, flexibility) and the ability to adapt and rapid adjust to the motor activity.

b. *Combinations of 2-3 players*

- the physical component;
- the technical component;
- the individual and collective tactical component;
- the device;

- the movement of the ball and of the players;
- the relationship of the compartments and subsystems (2x2, 3x3);
- the 5x5 relationship on ½ of field game;
- the 5x5 relation on all the field game;
- the sequence phase of attack and defence and placing the device;
- themed game for attack and defence tactics

Methodical indication

- Learning combinations of attack is closely related to the combination of defence and vice versa (in parallel).
Example: "give and go" with close penetration and congestion, deadlock and cross sliding and floating exchange opponents;
- Learning attack combinations always precedes learning of the defence, as the first step: isolated conditions.
- Learning combinations is made only after the students have mastered the minimal technical baggage (pass, throwing, dribbling, changing direction, stopping, dodge, pivoting and footwork and working the arms');
- Learning combination of attack and defence necessarily represents the acquirement of individual actions (at a satisfactory level) as: penetration, overcoming, tracking and rebound the panel;
- Learning combinations of 2-3 players, requires special attention and discipline from the players to follow the rules indicated for synchronization and coordination of the attackers and defenders actions, so it requires a very active contribution of tactical thinking;
- Learning basic collective tactics requires a long period of time but it also has the advantage of using complex exercises and bands, close to the tactical situations encountered during the game; the variety of these means and their competitive character give satisfaction to the students, becoming more attractive;
- 2x2 and 3x3 Games are very effective means of learning and perfecting the combination of attack and defence.

c. Offensive system

- Placing the device and specifying tasks posts
- Movement of players
- Movement of the ball
- Preparatory exercises for learning the movement of the ball and players, individual tactical actions of the inside players and post;
- Exercises for the post to work with the inside players through individual tactical actions (penetration, overtaking, semi-distance throws).
- Exercises for learning and improving the post collaboration with the defenders through collective tactical "give and go" blocking, crossing and organized 2-2;
- Preparation of the system for half of the field game.
- Game on the entire field with attack

d. Defensive system

- Content for defence:

- Physical components: speed of reaction and movement execution, upper and lower limb strength, skill, speed under stress
- Technical components: fundamental position and moving the added step fundamental position, footwork and working the arms, changes in direction, changes of pace, jumping
- Individual tactical component: marking normal and aggressive, specialized and differentiated markings, defensive recovery

- Collective tactical component: closing the entrance hall, slipping, flotation, change of opponent, triangle jump, defence outnumbered, defending the fix moments.

- *Organization*

- Structures and exercises under adversity: the equal numerical, the superiority numerical, outnumbered;
- Learning the withdrawal of defence;
- Organizing the defence system;
- Learning the game system under practical conditions on the entire field or on half of it.

Methodical indication

- The technical training, as support of the tactical training is headed especially to improve the footwork and ball work and towards diversifying assemblies and combinations of techniques and their improvement due to the variations in the parameters of space and time. To consider: cadence, speed, acceleration, braking, resulting forces acting, etc.
- The tactical training of the player is performed in parallel with the technical training. The two components of the training are closely connected. Learning some technical and tactical systems is being made through the motor skills automation. These are correlated with the level of development of the athlete's motor and mental skills. Any change that occurs in the characteristics of driving capabilities, bring significant changes in the use of motor skills;
- The tactical aspect of basketball is represented by the development of the attack or defence or attack or defence programmes. In developing a program, the possibilities for having the action resolved have be taken into account and also how the opponent will react. The development of programmes for possible action as a result of defender reaction, calls the player to activate his intellectual activity and his creative thinking;
- The assumption of that particular programme, the decision of what method or technique structure will work, must be taken very quickly. The information changed into decision should be done in a very short time. This determines the effectiveness of the player's actions.
- The tactical training of the player is made by creating model situations they can practice in preparation. Developing action programmes becomes possible as a result of enemy reaction and their application in model cases which bring the training process element intellectualization and the creative activity.

3. Conclusions

Following the above stated, we consider that the learning technologies are the structural ensemble of the methods, the educational resources, the organizational strategies of the teaching and learning techniques and the basketball tactics and applied in the interaction between the coach and the athlete, through their correlation with the objectives, contents, forms of organizing the training, organizational arrangements, methodical guidelines.

In sports training, the teaching strategy is distinguished by the following characteristics: always engage in the relational path: instructional objectives → resources → training program → methods + materials + means → happy combination of the 3Ms → planning (programming) → applying → organizational training → evaluation → correction by feedback.

As a result, the above contents are established only as a sequence of what constitutes the teaching strategy of training the players and the teams.

The methodical path of the technical and tactical learning follows these steps:

1. Learning, strengthening and improving the basic technical procedures;
2. Learning, strengthening and improving the structures of techniques;
3. Learning, enhancing and improving the individual tactical actions;

4. Learning, enhancing and improving the combination of 2 and 3 players;
5. Learning, strengthening and improving the collective team tactics.

One can even say that technical and tactical uniform value, observed today in high-performance sport and spread due to the training methods, plays the physical value its original size, insofar as it is just the one that sometimes can make difference. To achieve valuable athletic performance, in basketball the training concepts should be revised to consider choosing the most effective training methods by attacking simultaneously all components of training, aimed to fully developing the athletes potential and abilities.

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